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NEW ENGLAND AND NATIONAL

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A. E. WINSHIP.....EDITOR

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N. E. A. meets in Indianapolis, June 28 to July 3.

SUPERINTENDENT McANDREW SUSTAINED

The Chicago press has given such hectic reports of the latest vote of confidence in Superintendent William McAndrew's ruling that the teaching fraternity should have the statement without expletives.

The Board of Education required the superintendent of schools to submit amendments to the rules of the board in accordance with the usual plan of periodic revision. The old rule covering circulation of advertisements and notices through the schools required such matter be approved by the superintendent of schools, but carried the exception: "Unless the same relates to the Teachers' Pension Fund, or to any national, state, or local organization of public school teachers."

The superintendent's amendment proposed the omission of the exceptions. He claimed that the state law provides that "The superintendent shall prescribe and control the discipline and conduct of the schools." To except from his supervision the circulation of any advertisements or notices would be to take from him the control of the Educational Department as required by the law. "One of the duties of the superintendent is to preserve schools from interruptions, including the receipt and circularization of advertisements of all kinds. While it is to be presumed that advertisements appertaining to the Teachers' Pension Fund or to any national, state, or local organization of public school teachers would be proper notices, yet such advertisements might be issued in such numbers or in such conflict with good school policy as to make it inadvisable to permit their circulation. Responsibility should be centred in one official, easily reached by the Board of Education. The authority for circulation should not be divided among many persons and organizations. Any two or three persons could, under this rule, organize themselves into a national or state or local teachers' organization and have the right to circulate objectionable matter. Many schools in America have been circularized by so-called teachers' organizations in favor of electing or defeating a designated candidate for political office, in favor of or against designated religious societies, in favor of or against designated dramatic or motion picture entertainment, in favor of or against platoon schools, junior high schools and other educational projects. The board should place in some responsible official the duty of deciding what should be circulated."

EDUCATION BY RADIO

It is interesting to note the extensive and intensive use of the radio in schools. For instance, in Piedmont, California, the high school has the radio, the best on the market, connected with every room, and every one of the thousand students more or less can hear distinctly. Whenever anything of exceptional educational importance is to be broadcasted, the principal calls the attention of every room likely to be interested, and the news, address, music or anything else is turned on and the entire school or special rooms have it immediately. Nothing comparable to this has ever been possible before.

Through arrangements made by State Commissioner Will C. Wood, on Monday mornings, for half an hour, addresses of great importance were broadcasted at nine o'clock for all schools in the San Francisco Bay district, by Dr. David Starr Jordan on "The Ohio River"; Dr. David P. Barrows on "The Niger River"; Justice William H. Waste on "The Mission Fathers"; Professor H. E. Bolton on "The First Trails Across the Sierras"; Dr. Owen C. Coy on "The Russians in California"; Mrs. Drucia Crose on "The Colorado River."

Mrs. Grace C. Stanley, state commissioner

of elementary education, is crusading for the introduction of radio equipment for every rural school in the state, and in Southern California Mrs. Stanley has arranged programs for all schools in Southern California, with programs by Mrs. Susan M. Dorsey, superintendent of Los Angeles, on "The Miracle of the Radio"; Mark Keppel, superintendent of Los Angeles County, on "The Vikings of the Pacific"; Dr. Rockwell Hunt of the University of Southern California, "Around the Horn and Across the Isthmus"; Professor E. L. Eby of the University of California, Southern branch; C. L. McLean, president of the Fresno State Teachers College; Superintendent William John Cooper of Fresno, and others.

Such service to the schools is so marvelous as to be almost miraculous.

Half of Harvard freshman class this year are from public schools and two-thirds from New England.

THE GUGGENHEIM FOUNDATION

The need of equality of educational opportunity has been persistently urged. Touching this need there can be no question. Neither should the tendency to adapt opportunities to average ability be deplored, for the uplift of average individuals is, perhaps, the most important function of education. Nevertheless, the progress of civilization will always depend upon the advancement of the frontier of knowledge. Practical applications of the results of research always follow speedily. But progress has been greatly retarded because many of the most brilliant young people have found themselves sadly handicapped by financial limitations at the time of life when they give most promise of productive scholarship.

Simon Guggenheim could have established no finer memorial to his son than by devoting $3,000,000 to the John Simon Guggenheim Foundation to provide fellowships for advanced study abroad.

The announced purposes of the foundation are: "To improve the quality of education and the practice of the arts and professions in the United States; to foster research; and to provide for the cause of better international understanding."

The fellowships have no age, sex, or class limitations. Any subject may be studied wherever in the whole world the work can be done most successfully. The only conditions imposed upon those who receive fellowships are that they shall produce contributions to knowledge and make public the results of their work. Obviously, none but candidates of demonstrated ability and exceptional aptitude for research are to be considered.

Thorough and unbiased study of international problems by the ablest young men and women of America in co-operation with the best scholars of Europe will tend to remove misunderstandings and establish bonds of friendships that will prove the most effective safeguards of permanent peace.

All honor to Mr. Guggenheim for providing opportunities for America's finest minds and most constructive thinkers to make helpful contributions to the world's progress.

Further announcement will be made when the organization of the Trust has been perfected.

College life can be interesting and decent at the same time.

RADIO IN SCHOOL

Every Friday afternoon at 2 o'clock from March 6 to June 12 there has been or will be broadcasting in Chicago, under the supervision of Edward J. Tobin, county superintendent of Cook County, Illinois, by the Country Life Directors of Cook County, the teachers and pupils. Mr. Tobin is so deeply impressed by his radio service from Chicago to schools in Illinois, Indiana, Michigan, and Wisconsin, that he is sure that every school in the United States will have radio equipment, which will be as universal as books, maps, charts and blackboards. Mr. Tobin says it will vitalize school life. It will enable teachers to train pupils to want the best, to get the best. It will banish dullness from the isolated rural school.

Omaha's latest school bond issue of $2,500,000 carried two to one. This is $8,500,000 in the administration of J. H. Beveridge.

THE TRAFFIC PROBLEM

More than $6,500 in cash prizes and medals are offered to elementary school pupils and their teachers.

The basic principle of the contest is to train children in careful conduct on streets and highways and to impress upon them a sense of personal responsibility. This contest is the fourth consecutive competition conducted under the auspices of the Board, approximately one million, two hundred thousand pupils, an average of at least 400,000 annually, having participated in the three, preceding contests. All pupils of the fifth, sixth, seventh and eighth grades are eligible to compete, whether attending public, private or parochial schools. Four hundred and eighty-eight checks and as many medals will be given for the best state essays, while three national prizes will be awarded for the three essays chosen as the best of all those to be written throughout the nation. The first national prize is a gold watch and a trip to Washington, with all expenses paid. The second and third state prizes are gold watches of relative values.

FIVE DAYS—MARCH 9-13

A. E. WINSHIP

JEFFERSON COUNTY, ALABAMA

It is a great achievement when any person or any group is "first in America," and it is great beyond expression when a county in Alabama leads all America in educational achievement, as does Jefferson County, Alabama, in several highly important accomplishments.

Aside from Birmingham, Bessemer, and Fairfield, remarkable manufacturing cities, Jefferson is distinctly a rural county, almost as large in area as Delaware with about twice the population of that state.

For eight years N. R. Baker has been county superintendent with a County Board of Education of five members with most unusual qualifications and devotion, most of whom have been on the Board through all of Mr. Baker's term, and some of them twice as long as he has been in office, all of which conditions have helped to make the county record possible.

Eight years ago there was no school building in the county—outside of the three cities—that was in any sense modern; none with any equipment up-to-date. Today there are seventy-five school plants with every modern convenience for health, physical comfort, educational efficiency and social and civic community activities, an eight-year record of out-of-city progress of rural functioning with no especial change in local conditions. In these eight years the high school enrollment outside of the cities has increased eight hundred per cent., due chiefly to the fact that first-class high school opportunities have been made available for the first time to practically all of the rural children in a county almost as large as the State of Delaware, an achievement quite unprecedented when the size of the county is considered, with people who have had few changed conditions.

There are junior high schools; yes, and platoon schools of high efficiency, for many of these rural communities of the county. These new school plants bear the names of the two former county superintendents, as well as of Mr. Baker, and of members of the County Board of Education who have been in office in the period of modernization of the schools of Jefferson County.

BIRMINGHAM SCHOOLS

Everything in Birmingham, industrially, civically, and educationally, which has been created in the last fifty-four years, has come from a single one-room school to an enrollment of 45,000, most of this in the last sixteen years.

In the fifty-four years Birmingham has had but two superintendents, John H. Phillips and Charles B. Glenn, and Mr. Glenn had been assistant to Mr. Phillips for several years, so that the city has had a continuity of administration from the first school to the present such as no other American city has had for fifty-four years of almost miraculous growth.

The fifty-four years have been uniformly progressive. Dr. Phillips was from Ohio, and, educationally, always had the Ohio spirit of progress. Dr. Glenn is a Harvard graduate, with the broadest vision of educational achievement, and no city in the North has a cleaner record in masterful administration or professional supervision. In subject methods Birmingham can challenge comparison with any city in the country. Nowhere is the junior high school functioning more skilfully; nowhere is individual instruction more artistically demonstrated.

Each year it has been the custom to designate a major objective around which the work of the year should primarily centre. Last year, for example, the aim was "Character Education." The plan does not provide for any increase in the textbook teaching of ethics or morality. The aim is not to increase the number of lectures about morals, but rather to systematically provide opportunities for children to practice morality in the schools, to consciously create situations that afford occasion for moral reaction, the theory being that the students are already provided with sufficient opportunities to hear what they should do, but that it would be profitable to afford additional opportunities for doing the right thing the right way at the right time.

For example, the students of the high school worked out their own Sportsmanship Code:—

A GOOD SPORTSMAN—

Is Courteous

On the field he does not jeer at errors; he does not cheer at the opponent's penalty; he treats them as guests, not enemies.

In school he is considerate of the faculty, of the fellow students, and of visitors.

In life he is respectful to elders and superiors; he treats the other fellow as he would be treated.

Is Modest

On the field he works for the good of the team rather than for individual honor; he will even sacrifice his own prestige for his team; he is a gracious winner.

In school he does not become conceited over his success, neither does he feel himself superior to his classmates.

In life he does not "blow" about what he is going to do; he does not boast about what he has done.

Is Generous

On the field he applauds a good play of his opponents; he gives the other fellow the benefit of the doubt.

In school he does not "knock" other schools or individuals; he appreciates another's merit.

In life he does not ridicule the man who is "down," but encourages him. He is not afraid to think for himself and to voice his opinions straightforwardly and clearly.

Is Game

On the field he plays hard; he fights though he may be already defeated; he accepts adverse decisions; he is a good loser.

In school he does his work, he keeps on working in the face of almost certain failure. He has "the vim to think straight, the pluck to act straight."

In life he does his part, however hard it may be; he accepts reverses with a smile and tries again.

Is Obedient

On the field he observes the rules of the game.

In school he observes all of the regulations.

In life he respects the civic laws and the demands of the community.

Is Fair

On the field he competes in a clean, hard-fought but friendly way; he helps an injured opponent; he has no alibis.

In school he does not waste his time nor that of the faculty; he does not copy his classmates' work; he does not receive aid from any source on his examinations.

In life he sees impartially both sides of a question; he uses no underhanded methods; he is not influenced by money; he is not partial in administering justice.

The "character education" spirit eventuated in a development of exceedingly satisfactory religious education. For example, one of the principals found that a large percentage of the children in his school attended the various Sunday schools of the city and were following the International Sunday School lesson. This principal and his teachers decided to endeavor to create situations in the school for the application of the Sunday School lesson of the previous Sunday. These plans were worked out and applied during the five school days following.

The churches of several school communities have, with the approval of the Board of Education, organized week-day schools for religious instruction. The Board of Education permits children to attend these schools on school time. The teachers and the equipment of these schools are subject to the approval of the superintendent of public schools.

In one school community the Kiwanis Club has erected and equipped a building in a lot adjoining the school property, and is paying the salary of a teacher who devotes all her time to character and religious education.

Dr. Glenn is brilliantly practical. There is no puttering over unimportant devices. The results must be such as appeal to the people. For instance, in the percentage of school attendance to the total population, Birmingham ranks among the first five cities of the United States. Only four have a better record, Salt Lake City, Los Angeles, Scranton and New Haven. Birmingham is far above the average for the country, both in its high school and total school attendance. The average percentage of school attendance to total population in Birmingham is 17.3, while for thirty-six cities in the United States it is but 14 per cent. The high school enrollment is 2.9 per cent., while for the thirty-six cities it is but 1.7 per cent.

The spirit of co-operation is as fine as we have ever seen. This is delightfully illustrated in the selection of persons to attend the Cincinnati meeting of the Department of Superintendence. The expenses of those who went were paid by various organizations, but in every case the selection of the delegate was left to the superintendent by special vote.

The Board of Education sent the superintendent, the assistant superintendent, and the director of research.

The Birmingham Teachers' Association sent a representative of the high schools, an elementary school principal and an elementary school teacher.

The Principals' Association sent their president.

The Parent Teachers' Association sent a member of their Association.

The Athletic Association sent a playground teacher.

Four other members of corps went at their own charges, the Board of Education granting them leave of absence without loss of salary.

The Alabama Education Association will hold its annual meeting in Mobile. Due to limited hotel accommodations, the Birmingham Teachers' Association has agreed to run a special train of standard Pullman sleepers, and has made arrangements with the railroad authorities to have these cars parked near the centre of the city. These cars have been chartered for the entire time and will be occupied by the Birmingham teachers during the convention.

On February 12, Lincoln's birthday, a $250,000 Negro Industrial High School was dedicated. This building is already filled to capacity, and need is now felt for an additional unit. The work done in this school is the equal of the best done in the country. The school auditorium seating a thousand, has become the civic centre of community activities. We have visited this school, which has grown to its present size and educational efficiency under the direction and management of A. H. Parker, frequently in the last fifteen years, and in all America there has been nothing more stimulating and ennobling than in the modernizing of the work of this Negro Industrial School that has come into its just inheritance of a quarter-of-a-million-dollar school plant. We regret that we

cannot give pages instead of paragraphs to this school as we have known it through all the years.

We could advantageously devote an entire issue of the Journal of Education to the wonderful work of the Birmingham schools, for Dr. Charles B. Glenn is one of the really great administrative engineers of education.

In three days we visited twelve country schools in Jefferson County, and seven schools in Birmingham, incidentally making nineteen addresses in the three days. It was a real tonic to face such school and community audiences, Rotarian Clubs, and various banquets.

SPRIGHT DOWELL AT AUBURN

Fifty years ago Alabama had a new birth in public education. In the 'fifties when the South had the aristocracy of the New World, and religious activity was at its height, many small cities established academies, which were fostered by religious denominations which supported them generously, but through the 'sixties they had a hard struggle, and in the early 'seventies they were fortunate if they could give them to the state, and the Auburn Academy became a state industrial institution.

Naturally the academic idea persisted, and the industrial phase of the institution often had a muffler on its functioning. Spright Dowell, a young man with a modern vision, has given to Alabama a twentieth century institution with agricultural and engineering features as good as can be found in any state in the Union.

For instance, the Auburn institution has the latest word in poultry culture, putting it on so high a plane that there is as genuine education in knowing the breed and strain of a one-thousand-dollar Plymouth Rock as in knowing the names of the kings of England one thousand years ago, as much mental achievement in selecting a pen of Ancona fowl that were hatched at the right season, that had the right ancestry, that is having the right feed and care to win in an egg-laying contest with pens of White Leghorns and Partridge Leghorns and other breeds as in an essay contest on Diocletian, the Roman ruler.

No one can estimate what it signifies to Alabama to have an agricultural and industrial institution which gives fifteen hundred young men and young women a sense of achievement in which they do not hesitate to challenge students in New England or California.

WILLINGHAM OF FLORENCE

The oldest Teachers' College in the South is at Florence. Like the state institution at Auburn, the transference from a church academy to a state school came a little more than fifty years ago, and like Auburn the first work partook largely of the academic features.

Dr. Willingham went to Florence as Dowell went to Auburn from the state superintendency, which accounts largely for the fact that each was ardently devoted to the public schools. Florence is one of America's exceptionally beautiful residential cities. It was created to be a lovely city, having been laid out by a landscape architect from Italy, so the story goes. It was in the days when Alabama abounded in families of large wealth, high culture, and noble inheritance. It is said that this master of the art of creating beauty, a native of Florence, Italy, conditioned his service upon the privilege of naming the new creation "Florence." Florence is the chief of a group of cities so merged that they are really a community unit of about 15,000 population, each of which has some real distinction. In one Helen Keller was born and lived her girlhood life. Here Miss Sullivan discovered her and made her a world wonder. The home is ideally preserved, and will be one of America's shrines for many years.

MUSCLE SHOALS

We have had the customary curiosity over Muscle Shoals and should have ordinary intelligence regarding it, but if others have not been more intelligent than we were at noon on March 13 the general ignorance must have been stupendous. Of course, I have known that it was a highly important place in war time, that Henry Ford had made a fabulous offer for it, that politicians were making a great fuss over it, that agriculturists were excited over it as a possible fertilizer production plant, that anti-peace people wanted it as a producer of war material, but I did not know that up-to-date there is no water power here, that the government produced war material by use of coal and not water power. I did not know that the Wilson Dam is second only to the Panama Canal in government service, that Muscle Shoals is forty miles long, that the famous dam is one hundred feet high and one thousand feet long. What I learned about Muscle Shoals that I never suspected before would fill several columns of the Journal of Education, and it was the closing day of a most enlightening week, and I snuggled down in my Pullman berth at midnight to awake in Virginia in the morning with a sense of having had a most delightful week in Alabama.

CAPITAL AND LABOR IN EDUCATION

MATTHEW WOLL
American Federation of Labor, Washington, D. C.

Capital—which is a tool of production rather than a creative element—because of strategic control has exercised an arbitrary power quite out of harmony with best production results until checked by balancing organizations. When more fitting proportions are everywhere established Labor's program of organization and education will move forward. Organization and education are the methods upon which Labor relies.

In the educational field our strivings have been purposeful and effective. We began with a demand for a free public school system. Private schools placed the children of wage-earners at a disadvantage out of keeping with the ideals of democracy. Labor well realized that a handicap in education is a permanent life handicap, and every workingman was anxious that his children should have improved educational opportunities. So it was the workers of the United States who made the urgent demands that established our public school system. Having helped to establish that system we have felt the obligation to help in its perfecting. We have sought the enactment of child labor legislation in order that our children might be taken out of the factories and put into the schools. We are still working at that task.

We have watched schools take over educational functions originating with and developed by voluntary agencies, and we have seen the need of continued close contact with the parent group lest the educational service become detached from life experience. We hold that education should contribute to the fullness of living, giving an easier and surer grasp of problems and awakening all our senses to the beauty and harmony to be found in life. Though many of us in the organized labor movement have long realized that education must continue throughout life if our personal development is sustained, it was only recently that we began developing our plans and agencies for workers' adult education in order that we may take into our work as well as all other interests of life a knowledge of how to approach our ideals of perfection in life.

Now may I submit to you briefly an outline of the education agencies of the American Federation of Labor. To a committee on education is delegated the responsibility for carrying into effect the Federation's program dealing with education in the public schools. Our committee is seeking to get central labor unions to authorize local co-operating committees on education to be the agencies through which Labor shall participate in the determination of educational policies and undertakings. We urge that local school boards shall consist of representatives of all groups directly concerned by public school education. Labor should be one of these groups. Our purpose is not contention or a desire to dominate, but the very proper motive to give representation to the views and desires of a major group in the community.

Few will dispute the statement that traditional culture is regarded as something apart from the experience of the majority of workers. There are barriers both of experience and training barring their entrance. We wage-earners want our school to help us find the way to make of all callings and all work cultural experiences so that all of our citizens may share in the richness of life that grows out of understanding and purposeful control over the elements that constitute the daily work. We want our public schools to contribute to the development of an attitude of mind that is active and critical while at the same time appreciative of the significant and the fundamental. We ask your assistance to the end that our schools shall develop in students an active instead of a passive attitude. We know that is no easy proposition. It is the same problem expressed in educational terms as we must cope with in the industrial world when we try to change from quantity to quality standards.

Our Federation Committee on Education would like to find out from you gentlemen responsible for public school development just why fifty per cent. of America's children leave school in the sixth year. Surely there is something vitally wrong with an agency that falls so far short of accomplishing its function. When we find the cause of this waste in the educational world, we offer our co-operation for constructive changes. Our committee will be glad of opportunity to discuss this problem with you and to help in the formulation of a constructive program. We are seriously in earnest, for we feel that it is the children of the poor who are being denied that birthright of citizens of a democracy—opportunity for an education that will enable them to stand on an equal footing with children of citizens more fortunately situated. We want to obliterate class divisions in education.

Again, let me emphasize our position—we have no intention of trying to dominate or dictate, but we do contend that our experiences have earned for us the right to speak with authority as to what concerns our lives and the lives of our children. Through our workers' education movement we are seeking information that will enable us to make best use of wisdom gained through experience. We intend to make our movement—which is a movement for human betterment—increasingly intelligent and purposeful, and the two agencies upon which we rely are organization and education.—Department of Superintendence.

"CHILDREN OF THE SNOW"

LOREN G. ATHERTON

Madison, South Dakota

[Author of "Personalities of Birds," "Tourists of the Air," etc.]

As the snow is whirling about the doorstep and the chilling winds are swaying the trees, our thoughts turn to the welfare of those little feathered creatures that have not journeyed to the warmer climates to be found in the tropical or sub-tropical lands. Braving the storms of the Northwest they bring us cheer during the dreary days and show us examples of happiness and courage in the face of adverse circumstances. As these pages are being written a merry flock of Chickadees are flitting among the branches of a big cottonwood just outside of the window, chirping to each other as they search the crevices of the much ridged bark for the hidden eggs of the moths whose caterpillar children are expected to emerge to strip the hardy tree of its leaves.

It is not easy to find a living in this manner and birds of less courage might give up in the fight, but the dauntless Blackcaps never think of such a thing. For generations unnumbered their hardy, but tiny ancestors have thus lived, and the pride of the race is strong in them. Their sharp eyes find every deserted home of the woodpeckers, and the cosiest of them are appropriated for winter bedrooms. There, snugly sleeping, they spend the long, cold nights with not even a murmur as to the unseasonableness of the weather. They know what to expect, and having taken up their abode in the lands of snow and ice, they do not complain if nature deals harshly with them. Many members of the human race have also elected to live in these snow-blown regions, but some of them continually complain of their lot or the unkindness of nature in not providing the winter season with summer days. The Chickadee seems to realize that the weather is going to be rough at times, and not mild at best, and philosophically accepts the conditions as it finds them. How much more happy many individuals of greater intelligence and power of choice might be if they would only accept the world as they find it, and not expect the wise ruler of the universe to constantly make special dispensations of providential benevolence for them, with resultant disappointment.

Swathed in furs we start on a tramp over the wind-swept prairies, where the drifts hide the seeds and hibernating insects, except the tall weed stalks that project above the icy crusts. Before us a twittering flock of Horned Larks circle and swerve in merry evolutions. There seems to be no expression of discouragement or discordant notes among them. They pause for a moment as we come up to them and with quick movements they thresh the tiny seeds from a patch of wild aster stems. Their black vests and the black plumes of their jaunty caps are clearly outlined in the whiteness of the snow all about us. As we plod along in the deep drifts they whirl in merry circles before us and around us and seem happy to be allowed to accompany us across the broad expanse of field and pasture. The yellow breasts that nature gave them to harmonize with the many golden blossoms of the autumn prairie flowers are gone and in their places have come delicate tints of gray that match the threatening snow clouds which furnish the backgrounds for their pictures in the sky as we follow them. Such a courageous example must have attracted the daring pioneers that scoffed at the tales of blinding blizzards and braved the stormy winters of the great North country.

Over the plains our course takes us to the edge of a ravine, and here the buffalo brush and cottonwoods grow. Along the path as we skirt the draw, a happy company of Tree Sparrows dodge in and out of the brush. There are no complaining notes in their voices as they call to one another in their diligent search for food. Weed stalks among the trees attract them also, and the seeds rattle down on the crusted drifts, to be greedily snatched up by the tiny beaks. Each one of the flock wears a vest of grey or dull white and at the centre there is a little dot of black. Their brown coats and caps are hard to distinguish from the dead leaves that whirl with the drifting snows. The lengthening shadows of the early winter sunset will find them closely grouped together among the branches of the brush, sheltered by the drifts around them. During the night the snow may almost cover them, but their occasional movements as they pull their soft feathers down over their tiny feet will push the snow aside and the warmth of their plump bodies will cause a quaint little cavern to be formed on the leeward side of the drift where they rest and sleep till the first faint rays of the morning twilight awake them to another day of industry and good deeds. As we see them gathering in little groups for the long, cold night we murmur a prayer that the Storm God may not deal too harshly with them, and that He will not send so much snow that it will drift them under entirely, for if a hard crust forms above their improvised camp, what might have been a cozy shelter for a night will become a tomb, and the frozen bodies found when the ice melts in the spring will bear mute testimony of their courage in remaining with us to eat the weed seeds that if allowed to develop would have spread hard work and discouragement among the tillers of the soil.

Farther down the ravine the trees are larger and here a pair of white-breasted nuthatches are performing their curious feats on the

ridged bark of the trunks. Their bluish backs and white breasts are easy to distinguish in the bright sunlight that breaks through the clouds above. Their harsh voices ring out in the stillness of the ravine. They do not seem to be aware of our presence as they never stop their diligent search for cocoons and hibernating bark insects to notice us. Hanging head downward, with painstaking effort they investigate every crack and crevice, and the insect that escapes their sharp beaks is fortunate indeed. Occasionally they seem to stop just a moment to play hide and seek "around the trunk, but their moments of leisure are few and their periods of recreation are never extended." Their short tails and flattened bodies together with their stout feet fit them for the acrobatic life that they lead. Night finds them snugly sleeping in an abandoned home of a woodpecker, and harm only comes to them when a prowling weasel can find its way to their secluded quarters. Lessons of industry and independence characterize every act of the lives of these hard-working little circus performers, and without them our forests would lose many a nourishing leaf, and the beauty of the world as well as the value of our woodlands would be much diminished.

A little way ahead of us a mottled black and white bird sails from tree to tree with characteristic dipping flight. He seems to close his wings entirely between strokes, and at these times it appears that he might fall to earth, dead or fatally injured, but as he starts to fall his strong wings spread and rescue him from such a fate. He draws up suddenly to the trunk of one of the tall cottonwoods and clings to the bark in an erect and saucy attitude. He is not so bold as he appears, however, for his disposition is excellent and there can be nothing said to his discredit. He is called the Downy Woodpecker, and the rather ruffled nature of his feathers seems to justify the name. No sooner is he settled on the trunk than he begins to vigorously peck the bark as if he knew there was some lurking enemy beneath its depths. His faith is well founded, for he soon cuts away the covering of the burrow of a wood borer whose activities might mean death to the tree. Out it is drawn by the sharp beak of the Downy and as speedily devoured. No class of birds other than the woodpecker family have the power or the skill to locate and remove the dangerous wood-boring insects, and the world cannot easily reward the diligent efforts of these birds to save the forests of the world from ultimate destruction by these insects.

While we are standing knee deep in the snow, watching the work of the Downy as he makes the chips fairly fly, a sharp whistle rings out from the trees of the ravine. It is the call of the Blue Jay, and he was never more aristocratic in appearance or more confident in action than he is as he perches on a branch just over our heads. His top knot is lifted in saucy style and this dandy of the tree tops is at his best here in the shelter of the ravine while the roaring north wind drives the snows over our heads on the prairie above and beyond. He has come from the cattle yards of the ranch farther down the ravine and has been eating the grain from the feed troughs of the cattle, and here he is parading and talking as usual to try to impress upon us as strangers that he has been working as his neighbors whom we have met before we found him. True he has taken a few wood-boring beetles from a decayed log along the bank of the creek, but any bird might have done this, as nature exposed them for his easy capture. Work is not a word often found in his daily economy and although he does behave best during the cold days of winter and although he does furnish a brilliant spot in a dark landscape, it is because he cannot find nests of more valuable birds to rob at this season, and because nature does not seem to care to protect him from a possible enemy by dimming his gaudy coat as she does with the colors of more valuable species for the period when the colors of the leaves and flowers are gone and the entire landscape is gray or white. As with men, the most showy and most audacious are usually those that should be most carefully scrutinized and their claims most heavily discounted.

As we leave the ravine and face the storm in the direction of our homes a flock of dusky slate-colored birds precedes us. Their caps are as dark as those of the Chickadees, but not so well defined as to margin, their backs are slaty gray and their breasts white. They are slate-colored Juncos. No hardier or happier birds come out of the frozen Arctic to grace our winter than these inconspicuous little visitors. No storm daunts them, and the darker the day the better they seem to enjoy it. The sweep of the "northwester" only spreads their dainty tails wider and shows the characteristic white feathers more plainly. All the weary way to the steps of our homes they accompany us, twittering merrily to each other as they circle and dart in happy flight before us. After we have shed our warm wraps and have settled down before the fire one of the flock perches outside our window and sings a quaint little melody with all the cheerfulness that is noted in the spring song of other birds when flowers are blooming and days are mild and sunny. No matter how rough the weather becomes he seems to say that you should see the storms where he lives in the Arctic North, and then you would be glad as he is that you are only experiencing the driving blasts of the great Northwest.

As these pages are being written the hardy Lapland Longspurs are flying over the fields and the Snow Buntings are playing in the whirling snows out on the broad prairies. They are eating countless weed seeds and are doing their best to assist us to grow bountiful crops in this great garden of earth. We

recognize that the world would be a barren waste and not inhabitable were it not for the work of these and hundreds of other bird friends to men that are now sojourning in the depths of tropical forests where warm weather reigns and insect food abounds. While they are away we welcome the hardy visitors from the North, and hope that they may find their stay with us so pleasant that they may come often to cheer our dreary days. The click of the typewriter pauses while the writer watches a Downy Woodpecker pluck big mouthfuls of suet from the piece that is tied to a branch just outside of the window. He glances in the direction of the window in thanks for the treat in days when food hunting is hard. And as the machine clicks on the Tree Sparrows are gathering for the night in a corner of the eaves and they push and jostle each other about like playful children as they each find their favored places to spend the long night.

Our winter birds are as interesting and in all ways as valuable as those that spend the summer with us. True some of them do not nest here. That activity is reserved for their summer home in the North, but we thank them for choosing our home for their winter home and trust that their days may be long in the land, and that the Creator in His wisdom may allow them many happy returns to our fields and forests.

MAKE THE MELTING POT MELT

CHARLES FREDERICK WELLER

Elizabeth, New Jersey

The immigration law which went into effect last July has very largely stopped the putting of new human material into our boasted melting pot. In 1914, the last year of normal immigration, 1,214,480 were admitted; this year, 1924-25, only 164,667 are admissible. East Indians are excluded entirely—as are the Chinese and Japanese. From each of forty countries only 100 people can come to us annually. These forty countries include Finland, Greece, and Palestine. The biggest quota allowance of all is from Germany, 51,227. From Spain we tried to bring three little children to their father, mother, and elder brother, who have lived for four years in Elizabeth, N.J. They cannot get in for years, if ever. From the whole central section of Spain around Madrid—where four hundred would-be immigrants have been approved by the American consulate—only eight can be admitted annually.

Immigrants create more jobs than they occupy, more opportunities than they fill. Possessed of all the normal human hungers, they rapidly raise their standards of life, and are quite as eager as others are to demand the highest wages and the best advantages available in any line. They offer America the best possible means of keeping our country young, progressive, prosperous. How can the melting pot be made to melt? Only by developing a new world-wide consciousness of kind, a realization of world-wide human unity in the spiritual fundamentals. How can such a consciousness be created? Only in individual minds and hearts. The interests and activities of all people, everywhere, have been inextricably interwoven. The one thing lacking is a unified human consciousness parallel or adequate to the physical, economic, actual unity of all mankind.

Diplomats, scholars, industrial magnates, the great and powerful at the top of human society, cannot save us. Democracy must be invoked. The ordinary average man must be stirred by a new, nobler vision.

AROUND THE CORNER

Around the corner I have a friend,
In this great city that has no end;
Yet days go by and weeks rush on,
And before I know it a year has gone,
And I never see my old friend's face;
For life is a swift and terrible race.
He knows I like him just as well,
As in the days when I rang his bell
And he rang mine. We were younger then;
But now we are busy, tired men—
Tired with playing a foolish game;
Tired with trying to make a name.
"Tomorrow," I say, "I'll call on Jim,
Just to show that I'm thinking of him."
But tomorrow comes—and tomorrow goes;
And the distance between us grows and grows.
Around the corner—yet miles away.
"Here's a telegram, sir"—Jim died today!
And that's what we get, and deserve in the end—
Around the corner, a vanished friend.

—Exchange.

LEAVES FROM A COUNTY SCHOOL SUPERINTENDENT'S DIARY —(XXII.)

MARY L. FULKERSON

Salem, Oregon

The manuscripts on the state mid-year eighth-grade examination were due today, so everybody connected with the office stayed in to take a place in the receiving line.

It has been a perfect day for such a reception. Even the elements entered into the spirit of the occasion and made it a howling success as far as wind and rain had the power to do so. The grading board looked wise and properly dignified. The postman groaned under his burden, and heaved a sigh of relief as he left it on our work table.

All day the packages came in. "The judgment was set and the books were opened," said the Revelator. Of course, that has no bearing on state examinations, but I know a host of boys and girls who interpret it otherwise, and who anxiously await the decision of the board.

Jimmie Bales has taken the examination twice before. It has been said that the third time is the charm. I hope it will prove so in Jimmie's case. He wants to go to high school with other boys of his age and be called "James." We may have to read between the lines to accomplish it, but he is going to "pass" this time. He knows his work, but he cannot tell it on paper. That is what he tells me, and his teacher says it is true. He has reached a point where it is high school or the street. He leans a little toward the high school just now, so I am standing by to give him a friendly little push if need be.

Other things came in besides manuscripts to relieve the monotony of the day. One teacher sent in her dues to the State Teachers' Association. The check was made in my favor and signed with my name. The envelope contained no address or explanation. (I suppose the poor woman had kept a number of pupils in after school the night she wrote the check and was somewhat muddled when she wrote it.) My deputy is something like Sherlock Holmes when it comes to ferreting out which monthly report belongs to which school when no district number or name is attached, so I turned the check over to her. She made a trip to the bank and soon came back with the answer. The teacher will be surprised when the check goes back to her. No harm came from her absent-mindedness in this case, but I hope she doesn't acquire the habit of signing my name to her checks. This "keeping in" is bad business in more ways than one.

Two teachers resigned today. One because she had failed the second time in teachers' examination, and wanted to go to the normal school for the rest of the year. I heartily approve of her course, and have made it as easy for her as possible. She may be a teacher when she comes back to us. One never can tell. All graduates of normal schools are not teachers. A pure-bred Plymouth Rock hen may sit for the allotted time on a duck's egg and when it hatches it will have webbed feet.

The other resignation is an answer to my prayers, I think. Poor, little, inexperienced girl! She imagined that teaching was going to be a high school lark with a fat salary thrown in. Her pupils read her better than they could read their books, and bedlam reigned supreme in a few weeks. She has one redeeming feature, however, namely, sense enough to resign, which is altogether too rare in cases like hers.

The members of the board looked as solemn and careworn as if they had been up all night with a croupy child. I told them not to worry, for I knew a teacher who had been resting for six months and who was eager to get into the game again. So everybody was happy. One teacher because she could marry her "steady" and the other because she has a chance to teach the kind of school she has been planning while she rested. The school board members are happy because they are out of the mire into which they plunged when they ran out on the salary spring-board and dived into the deceptive pool of false economy last fall. I am happy—oh, just because I am happier when I am happy.

The teacher from Long's Ferry came in to report that a family in her district had taken the children out of school because they had nothing except macaroni and cheese to feed them. I fail to see the connection. I am sure they would be more comfortable in school than at home, but I reported it to the county court, and the commissioners went down to see what could be done about it. There is little excuse for such a condition in that prosperous farming community if a man wants to work. Some men are born tired.

I had the cheeriest letter from little Rena Gamble this afternoon. She has gone to visit an aunt in another state, and wants to know if I think she should go to high school while she is there.

Dear little girl! She is scarcely fourteen in years, but she is old in experience. I found her three years ago on a mountain homestead in a logging community. She was so apt in her studies and so good to look upon that I planned many things for her future. I gave her an eighth-grade diploma last June, and was so proud of her; too proud, perhaps. Yea, verily, "Pride goeth before a fall." A few weeks after her graduation and before the high

school opened, I was informed that there had been a wedding, and my little mountain maid was the bride. The groom was a big, uncouth lumber-jack of more than twice her age. Her mother (married three times and all living to tell the story) had accompanied the pair to the county clerk's office, where marriage licenses are issued to the just and unjust. She solemnly swore that Rena's age was sixteen years, six months and seventeen days. There is a discrepancy between this statement and the school census of about three years. I was shocked, but what could I do?

While I was still pondering over the strange happenings in life and my duty in regard to this one in particular, the weeks flew by and again a newsmonger came down from the mountains. The groom had clashed with his mother-in-law, and Rena's stepfather, Number Two, was putting up the money to get a divorce for the child. The decree was granted. The groom made no legal protest, but after it was all over he made a twilight call at the cabin of his erstwhile in-laws with murder in his heart. He caught a glimpse of the mother, his former ally, but present arch-enemy, and made an attack as she carried in fuel for the night. He overestimated his prowess but underestimated hers. Failing in giving her a free pass to that bourne in which there is no marrying nor giving in marriage, he left for parts unknown.

And now, little Rena, far away from home, wants to know if, even after all this deplorable experience, she should go to high school.

Good night, friend Diary. I go to write one word to Rena, and that one word shall be "Yes."

SHORT TERM SCHOOLS DURING HARVESTS

Oregon has made a beginning this year in solving the problem of citizenship training for the children of the migratory workers who follow the harvest of the various crops.

Thousands of these workers swarm into the Willamette, Hood River, Rogue and other valleys during the summer and fall. Some of them work in the winter crops of California. Others remain in Oregon and attempt to find day labor or become dependent on local charities. Many of them evade the school officials because they feel unable to buy suitable clothing and textbooks, or because they think the period of residence in a community too short to make school attendance profitable.

One family working in a hop yard admitted leaving North Dakota three years before and keeping their children out of school all that time. Another family boasted of moving for several years and not spending more than three weeks in any one place. Other families had children, normal mentally, but one to five years behind their grades because of their frequent changes from one school to another.

The Hood River County schools made a unique contribution this year in providing additional rooms and teachers in several districts during the period of the apple harvest. One district enrolled sixty transient children and reported fifty-seven others of school age whose parents failed to enroll them. Apple growers urged their harvesters to send their children to school, and in some cases provided automobile transportation for them.

County Superintendent J. W. Crites and his teachers in Hood River County are making a study this winter of the families of harvesters who remained in the county, and are making a report of their findings to State Superintendent of Public Instruction J. A. Churchill. The Hood River branch of the American Association of University Women is co-operating with the schools in a study of the best means of housing the transient pupils.

Two private schools for migratory children were maintained during the harvests of the past season, one on the Horst ranch in Polk County during the hop harvest, with expenses paid by the ranch management; and one on the Don Nunamaker ranch in Hood River County, financed jointly by several apple growers, the parents of the children, and the Council of Women for Home Missions, a national organization of many denominations. Both of these schools were arranged in consultation with the state superintendent of public instruction, and the respective county superintendents.

The two private schools were conducted as a part of a general health and recreation service for the harvesters with day nursery for little children, first aid, and evening entertainments for young and old.

Two years' investigation into this subject has revealed the need for Oregon to have a part-time school attendance supervisor who shall visit the various counties requiring large numbers of transient workers, and co-operate with the county in arranging sufficient teachers and schoolroom space for the migratory children during the peak of employment, and who shall enlist local interest in having these children brought into school. California has had such a supervisor since 1920, in the person of Miss Georgiana Carden.

Oregon's original contribution to the problem of the migratory workers has come through its establishment of the health and recreation service.

HUMANENESS AN ELEMENTAL FACTOR IN CHARACTER EDUCATION

MRS. H. CLAY PRESTON

Director, Department of Humane Education

There has recently been a decided change in the attitude of schools toward the subject of humane education. Moral training and character education are being widely discussed by modern educators. Humaneness is being very generally endorsed as one of the elemental factors of such training.

Humaneness should not be considered as a special subject as it may be easily adapted to a number of the subjects which comprise the elementary curriculum.

The Department of Humane Education of the American Society for the Prevention of Cruelty to Animals publishes a comprehensive assortment of material in leaflet and book form with the object in view of aiding the teacher in correlating humaneness with the prescribed course of study. One of the recent outstanding publications is entitled: "Lessons for the Teaching of Humane Education in the Elementary Schools," prepared by the teachers of the Maxwell Training School for Teachers, Brooklyn, under the direction of Frances E. Clark, M.A., and combines humaneness in a very practical way with nature study. It is the first of a series planned along similar lines to be published semi-annually joining humaneness with other elementary subjects. Each lesson includes questions for the teacher with explanations, as well as the children's answers, and in the opinion of school authorities is a remarkable demonstration of method.

In a recent number of School Life issued by the Federal Bureau of Education of the Department of the Interior, attention was called to the twenty-three states which have adopted some form of a Humane Education Law. In this connection Hon. John J. Tigert, Commissioner of Education, says:—

> "I am deeply interested in the cause of humane education. I think it appeals strongly to our American people, and am hopeful that proper legislation may be enacted as rapidly as possible in every State in the Union to promote the teaching of humanity in our schools. I confidently believe that all our State Commissioners of Education and Superintendents of Public Instruction will heartily co-operate with the movement."

The Moral Code for children recently compiled by Collier's Weekly, defines in part the article headed "Helpfulness and Unselfishness," as follows: "I can be kind, I can forgive those who hurt me, and I can help and protect the weak, the suffering, the young and the old, and dumb animals."

When the rising generation has thoroughly learned the beauty of kindness, even to an animal, civilization will then really be advanced.

Copies of the publications named below will be mailed free to any teacher making application to the Department of Humane Education, the American Society for the Prevention of Cruelty to Animals, 50 Madison Avenue, New York City:—

Leaflet No. 25—Humaneness; Its Place in the Curriculum.
" No. 26—Humaneness: A Vital Factor in Modern Education.
" No. 27—A Digest of Humane Education Laws of Twenty-three States.
" No. 28—The Intelligent Care of the Horse.
" No. 29—The Intelligent Care of the Dog.
" No. 30—The Intelligent Care of the Cat.
" No. 31—The Intelligent Care of the Rabbit, Squirrel and Guinea-Pig.
" No. 32—The Intelligent Care of the Canary, Parrot and Pigeon.
" No. 33—"He's Alive!" The Story of the Rescue of Rex.
" No. 34—What Humane Education Has Done for the Schools of New York City, by Dr. Edward W. Stitt.
" No. 35—National Outlook for Humane Education, by Olive M. Jones.
" No. 36—Poster Contests and Their Educational Value.
" No. 37—How to Form a School Humane Society.

The Poster Primer—(Reproduction of Prize-Winning Posters, New York City, with appropriate rhymes.)

Lessons Correlating Humaneness and Nature Study arranged by the Maxwell Training School for Teachers.

Suggestions for the Teaching of Humane Education. (Approved by the University of the State of New York and the Board of Education of the City of New York.)

A School is a place where young people—of any age—come together to educate themselves and each other with the help of the faculty.

—Ambrose L. Suhrie, New York University.

AN ARISTOCRACY OF SERVICE

FRANK PIERREPONT GRAVES

President of the University of the State of New York and State Commissioner of Education

[The Founder's Day Address at Cornell University, Ithaca, 1925.]

"I would found an institution where any person can find instruction in any study." In these simple but immortal words the founder of Cornell University expressed the motive that impelled him.

It should be noted to the credit of Ezra Cornell that he was actuated by a well defined purpose—something more than the mere perpetuation of his name, the gratification of vanity, or a desire for power. The sagacious founder of Cornell University from the first possessed a clear vision of the important service that he wished his institution to perform for the advancement of civilization.

Ezra Cornell, living in a period of marvelous scientific progress and rapid material expansion, had the insight to perceive the imperative need of supplying leaders in every field of applied science. In spite of the fact that higher institutions in his day afforded little or no training outside of the traditional courses in classics, mathematics, and what was later described by President Eliot as "the dogmatism of second-rate minds, misnamed Philosophy," he insistently held that serious academic attention should also be given to the demands of the times. He did not interpret the educational *desideratum* as merely vocational and industrial training, but undertook to found on the most attractive site in America a genuine seat of learning devoted to the welfare of the people in all respects. He "would found an institution where any person can find instruction in any study."

This broad-minded founder sought not only to train for leadership in all lines, but to raise up as many leaders as possible for society. To him it appeared shortsighted to confine the opportunity for higher education to the wealthy or the socially elect; he maintained that the nation should secure the widespread advantages that would accrue from training all its genius. He wished to extend the possibility of development to every one who could profit by it, regardless of financial nexus or social status. The course was never to become so expensive that only the well-to-do could secure it, but students were to be admitted "at the lowest rates of expense consistent with welfare and efficiency." Hence, in order that society might be advanced by a fruitful increase in leaders of every sort, Ezra Cornell determined that he "would found an institution where any person can find instruction in any study."

The importance of leaders to civilized society can scarcely be overestimated. Average individuals can for a while conserve the achievements of the race and keep the activities of everyday life in operation, but they must ever look to intellectual superiors for new steps in progress, which alone can keep the world from stagnation. Such leaders have throughout history initiated inventions and discoveries, bridged rivers and tunneled mountans, organized industries, instituted social reforms, mitigated human suffering, sin, and ignorance, produced inspiring literature and works of art, and written the greatest constitutions. We must realize that, if at any time leaders should altogether fail to get into action, civilization would quickly slip back again into barbarism.

Is capacity for leadership to be accounted the product of environment or of heredity, or of both? This question has long been mooted by educational philosophers, and wide differences of opinion have been expressed and vigorously defended.

According to Galton, man's mental capacity, like his height, his muscular strength, or the coloration of his eyes or hair, is derived entirely from his ancestors by a definite law. In his judgment, the possibilities of development through training are exceedingly limited, and if a man is gifted with real intellectuality, it cannot be repressed even under most rigid and untoward conditions.

Lester F. Ward maintains that the English scientist has erred in confusing high position with genius, and that many rare minds are never heard from because they have lacked the opportunity to develop or to become known. Distinguished men are those who have superior mental endowment, and, in addition, have had a chance to use their talents. Mental qualities Ward concedes to be hereditary, but holds that they are not necessarily all-powerful and will not prevail over each and every obstacle. He admits that civilization has been advanced by comparatively few leaders, but insists that these *de facto* agents of civilization do not represent the entire working force. There still exists a large latent element, which might be developed by proper training. Genius is constant and abundant in every rank of society, but opportunity, which should be extended to all, is at present extremely variable. Were opportunity as constant and abundant as genius, the fucundity of talent would increase a thousandfold.

We cannot, of course, deny the immense advancement that the race has made in civilization since the days of ancient Hellas. Through co-operative and specialized effort we have accumulated and transmitted a wide control over both ourselves and the forces of nature. Constant progress is witnessed by the extensive developments in science, art, industry, commerce, agriculture, government, literature, and religion since the Age of Pericles. But all this has been due to an increase in

social inheritance rather than to a development of mentality. Obviously these contributions have been handed down through training, without leaving any appreciable impression upon the germ cells of humanity. And it would appear to be through progress of this sort that most developments in the future must arise. If we are to raise the level of racial achievement, we shall have to depend very largely upon suitable environment and education. The course of natural selection and evolution is altogether too slow.

But, it may be objected, we have never given the "eugenics" recommended by Galton a fair trial. So Albert Edward Wiggam (The New Decalogue of Science, p. 99) has recently declared:—

> "Three thousand years after the Hebrew statesmen incorporated eugenics into their civil and canon law; twenty-four hundred years after Plato gave the science of eugenics its formulation in political philosophy; two thousand years after Jesus reinforced its moral and religious sanctions; sixty years after Darwin discovered its organizing principle in natural law; fifty years after Sir Francis Galton placed it clearly and finally among the analytical sciences; thirty years after Weisman proved that it was the only secure hope of human improvement; twenty years after Mendel gave it its biological mechanics and experimental method, I seem still to hear you inquiring in vague, mystified wonder, 'What is eugenics?'"

Such ignorance is unfortunately evident in practice as well as theory. Even here at the close of the first quarter of the twentieth century, we do not understand the significance or importance of eugenic principles. We do not begin to give the attention to human mating that we expend upon the scientific breeding of lower animals. Kittens and puppies born under the hybrid conditions that we tolerate without a protest in human beings would be promptly consigned to a watery grave, and any stock raiser who utilized his best blooded sires and dams to as little effect as modern society does its most worthy parenthood would be a fit subject for the bankrupts' court or even a state hospital for the insane.

As yet we are doing little or nothing to prevent the union and perpetuation of tubercular, sense defectives, epileptics, imbeciles, and idiots, or to interfere with the transmission of venereal taints. Celibacy, prostitution, divorce, fear of mésalliance, and postponement of marriage until luxurious living is assured, have already thwarted the incarnation of numerous generations of brilliant minds. Men of intelligence are largely constrained to evade the procreation of their kind; not so the unintellectual and the imprudent. The name of their offspring is Legion. The membership of college faculties regularly averages one child to each couple, although parents from the steerage and the slums look upon ten as an irreducible minimum. The more vigorous men are still removed by wars, and an equal number of high-grade women are being left without suitable mates, while the unfit remnants cheerfully continue to multiply. We could scarcely take fewer precautions to prevent adulteration of our best stock and to eliminate the propagation of the unfit. With the use of a tithe of our increased knowledge and control, we could, in the course of a few generations, vastly improve the race both physically and mentally, and raise inestimably the general level of intelligence and the possibilities of leadership.

But it is in this very process of artificial selection and voluntary control that the whole crux of the situation seems to rest. It is because of the difficulty of rationalizing human instincts and impulses that we find the greatest value in Ward's amendment to the Galtonian theory and in the importance of the wider training desired by Ezra Cornell. Racial improvement would proceed at less than snail's pace, or not at all, if left entirely to its own devices. At present the average individual too often regards all social control as an interference and a menace. From Plato's day until now the world has been exceedingly loth to create an ideal state through adherence to the dictates of the "philosophers." In the popular creed, one man's opinion is as good as another's, and we still refuse to be guided by expert or friend in the choice of a mate. Those of us who were naive enough in our younger days to undertake to advise another—man or woman—to select a different life companion from the one contemplated found that, despite our good intentions, we succeeded only in making two permanent enemies.

No, if we are to hope for any marked rise in either the physical or the intellectual level of the race, our *laissez faire* procedure must be corrected and supplemented by presentation and application of the abundant knowledge that we have inherited on the subject. The institution of a regime of eugenics will be impossible without further training and broadcast promulgation of its principles. Even Wiggam, latest apostle of the eugenic gospel, declares that the biologist who increases our knowledge of the field, must "enlist the services of our writers, artists, idealists, and philosophers, in order to educate the outlook and perspective of both the statesman and the man in the street." (New Decalogue of Science, p. 107.) Hence the only corrective and effective means for overcoming the obstacles to development of leaders and to racial progress through Galton's idea of eugenics is to be found in universal and adequate opportunities for education, as pointed out by Ward and by Cornell. Without the right environment and training, the finest potential heredity and leadership will prove but slow and halting in their movement, and must certainly lag far behind the needs of the times.

In connection with a discussion of the importance of universal opportunities for education, it is not altogether fanciful to note that both Galton and Ward are sincere and typical products of their

respective countries. It is but logical for an Englishman to hold that leadership is practically altogether a matter of heredity. Almost with his mother's milk he has absorbed the impression that there exists a natural intellectual aristocracy, which, possessing most of the world's supply of genius, hands it on to its offspring. Those beloved of the gods, he holds, should properly receive the benefit of the best education, but even when deprived of it, their light cannot be altogether "hidden under a bushel." Genius, like murder, will out. Occasionally, when, by a *lusus naturae*, a leader inexplicably arises among the barbarians, some provision should be made for him through scholarships and transfers to the great "public" schools; but this is a matter of such rare occurrence as scarcely to vary the general rule. Of course, the selective theory in English education has been gradually breaking down since the Act of 1870 and the growth of "provincial" universities, and has been almost demolished by the democratizing influences of the World War, but it is still quite consistent with Galton's *milieu* to hold it a self-evident truth that genius is confined to a small group and that all higher education should be similarly limited.

On the other hand, we people of America, among whom Ward and Cornell were reared, incline toward a very different attitude. It has gradually become almost an educational axiom with us that every one should be permitted without let or hindrance to obtain just as much education as he is capable of consuming, without regard to social position, and almost without consideration of cost. While our theory has at many points broken down, we have continued to maintain with Ezra Cornell that the doors of the university should swing wide to every student of brains and industry. For the sake of developing as much genius and leadership as possible, no youth of ability, we hold, should be prevented from entering college through lack of financial support or through inability to find there the subjects that his type of genius requires. If the rising cost of living has compelled us to supplement the endowment and appropriations of our higher institutions with larger fees, friends of Cornell at least will insist that the amount of the scholarship funds ought in some way to be correspondingly increased. We can never, with our traditions and ideals, consistently refuse admission to any brilliant and deserving student, unless we are forced to do so by an ineluctable stringency in resources.

It is unfortunate, however, that we Americans seem so often to have accompanied our generous conception of universal education with the absurd implication that all persons are born with equal ability and possibilities, and should be given exactly the same training, as well as the same opportunities. No such want of discrimination can be read into Cornell's desire to furnish instruction to every

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person in any study. It is fairly evident that America has, as a whole, by no means shown as much discernment as it might in determining the amount of education that should be furnished each individual. There is no more pathetic spectacle than the futile efforts of certain youths to lift the ponderous burden of a collegiate education when they have reached the limit of the intellectual strength with which they were endowed. Their lofty ambition and dogged persistence are admirable and worthy of commendation, but they are frightfully misapplied and wasteful. Shall we never learn that all Americans cannot do everything, and that there are some occupations in life that are honorable and of good report beside those requiring a college training?

Thanks to the War, though, the land of Ward and Cornell, like that of Galton, has of late had its educational complacency rudely shaken, though by a shock of the opposite sort. We Americans have at length come to have some misgivings as to the wisdom of admitting to college every one who applies. In addition to having grave doubts concerning our educational theory, the accumulated after-the-war load, the wider distribution of wealth, and the obvious material advantages of higher training have collectively brought such vast hordes to our college gates as to make the reception of them all a physical impossibility. So we have been coming to make a virtue of necessity and to pause long enough to ask ourselves who should be allowed the privileges of higher education. Hence we have recently heard much about the necessity of limiting college admission to those who are able to get most out of the training. President Hopkins is reputed to have first applied the phrase "an aristocracy of brains" to the *clientele* to which Dartmouth College aspires, and the presidents of Brown, Colgate, Bates, and other colleges have expressed similar ideas in connection with their respective institutions. There has, in fact, come to be a general assent to the proposition that only students of reasonably strong intelligence should enter college. If we desire to create leaders, we certainly should not handicap ourselves too much by the admission of poor material.

Possibly this conclusion has been hastened by the ease and popularity of "intelligence testing," which has likewise gained its vogue as a by-product of the war. At any rate, in numerous institutions psychological examinations have recently come to be somewhat utilized in selecting the "aristocracy of brains." Fortunately these tests have not generally been considered altogether infallible, and a laudable caution is being shown in their use. Most colleges now regard them as but a single form of measure and employ them as one of several factors in the final determination. The scores made in the tests are ordinarily compared with and checked against school records, orthodox entrance examinations, and the opinion of local alumni and others who have had an opportunity to become acquainted with the various candidates.

It is certainly well that we should not at present become so enthusiastic concerning intelligence tests as to use them to the exclusion of all other forms of selection. Any one who has employed them knows that ghastly errors may be made through panic over their novelty, unfamiliarity with the vagaries of the English language, or attempted facetiousness on the part of the student. Moreover, we are at present by no means certain as to just what constitutes intelligence or whether we have taken account of all ingredients that enter into the complex, and until a satisfactory analysis is made, any simplification is likely to be more or less artificial. Experience shows that moral qualities, such as industry, perseverance, loyalty, courage, and integrity, or social abilities, like a sense of humor, tact, sympathy and affability, for which no effective tests have yet been devised, are frequently of much more consequence in determining leadership and success than is abstract intelligence. Clearly we should afford every variety of intelligence the utmost development possible, if we are to secure the benefit of all our genius. Moreover, in a democracy it is all-important that higher education should be as widespread as is practicable, in order that the people may select their officials with the utmost insight and may not become the prey of superstition, fanaticism, graft, or demagogy. In deciding upon who is fit for college training we must use as much latitude and liberality as possible.

Nevertheless, the attempt to limit higher education to those who will make it of some real profit to themselves and society—a necessity brought home to us by the war—may well be considered a healthful tendency, if it is but broadly construed. While our analysis of the situation may have proved inadequate and some intangible values may not yet have been metered, we surely should not resort to obscurantism and scorn every semblance of scientific procedure. Intelligence tests are still in a rough and unrefined stage, but, if they can be made to take account of all factors and can be used with proper caution, they may eventually become of considerable value in selecting those who are to be educated for leadership. For his own sake, as well as for that of others, the extreme dullard and sub-normal should not be tormented with training beyond his power. He has a place and may be of service in the world, but he will scarcely be fitted for it through college education.

Yet, in selecting the few to be trained for leadership, there are other characteristics to be considered besides the intellectual. Certainly two of the moral qualities mentioned above, which have too often fallen out of the academic perspective, would seem to be a *sine qua non*, and should be especially stressed.

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These are the capacities for industry and for perseverance. Whatever justification may have been found at his college by Dr. MacCosh, or whoever else was responsible for the famous parody—

> "'Tis better to have gone and loafed,
> Than never to have gone at all"—

this excuse assuredly ought not to be offered in any institution that either asks for public moneys or seeks benefactions on the score of training leaders for society. Leadership cannot be attained by the indolent or weak-willed, however intellectual, and trust funds, whether obtained through endowment or appropriation from the state, must be devoted to the purpose for which they were given, if the trustees are not to be held guilty of malfeasance. It should be remembered, too, that even the student who pays the highest possible tuition fee is in principle, if not in degree, quite as much a beneficiary as the man on a scholarship or in attendance at a free institution. No one ever pays the real cost of a college training. Certainly, if we hold that the dull student should properly find the scene of his activities outside of college walls, how much more should this be the case with the idle and dissolute! The one is at least doing all that he can to increase the talent intrusted to him, but the other has carefully concealed his and laid it aside in a napkin. If the sort of college depicted in The Plastic Age appealed to our sense of accuracy and truth, we should have little excuse for maintaining such institutions of learning.

As a matter of fact, if we must seek a slogan to arouse our spirits in the academic struggle, an "aristocracy of service," rather than an "aristocracy of brains," should be chosen to urge us toward the proper goal of university training. That was clearly the underlying motive of Ezra Cornell. And will not you, Cornellians, each

> "Do as your progenitors have done,
> And, by their virtues, prove yourself their son"?

It may be that elimination of the intellectually unfit is a step in the right direction, but the brilliant student will be of little value to the world if he fails to make the most of his opportunities or to use them in the service of the society that has granted him special privileges. If we argue for the right of society to overrule the desires of an individual or the ambitions of his parents and to close the college doors to all save a select group of young people, we certainly should impress those who are granted admission with the meaning of social obligation, and inculcate in them a strong desire to work for the common good.

Even the most gifted youth has no natural right to the advantages of a college education, since the only justification for his receiving opportunities of which others have been deprived is that of a larger return to society.

He cannot well expect to receive this special attention as a reward for an ability for which he is not himself in the least responsible. He should be taught that such a privilege has been given him in order that his development may contribute liberally toward social welfare. Indeed the more highly endowed he is, the more sensitive should he be made to this obligation. If a higher education is to be added to his natural gifts, it will proportionately increase his already large capacity for good or ill. If, as the possessor of both intelligence and training, he were to use his powers for strictly selfish, predatory, or criminal ends, no more sinister influence or profound disservice could be rendered society than a higher education for this individual. Were the universities to devote themselves to rearing Leopolds and Loebs, as the yellow press has of late seemed to imply they are doing, the sooner they were swept out of existence the better it would be for the world. Endowment and maintenance of education of this sort would be more of a bane than a blessing. And, pushed to its logical extreme, such a policy could lead to nothing but social suicide.

With our social problems and needs, then, as great as they are today, we should strive to select our leaders wisely and, in addition, train them definitely for the service of society. How else can we hope either to spread the racial attainments that have come down to us by social inheritance or to add to the conquests that we have already achieved? There is still a wide range of superstitions and abuses to be overcome, and it should be both the function and the privilege of university trained leaders to struggle to their utmost to further the control of society over nature and to contribute continually toward the abolition of ignorance, poverty, disease, and crime. These obstacles to social welfare may well challenge the best valor of the college man, and where those who go forth as leaders select such abuses, rather than their own selfish ends, as the objects of their conquest, college training will be understood to be economically and ethically well worth while.

Some such view of the mission of the institution he would found, though "seen through a glass darkly," must have animated Ezra Cornell. And as three score years ago his mind's eye vaguely beheld these modern knights buckling on their armor to do valiant service for the cause of civilization and progress, his emotions must have been stirred and his determination steeled. Can you wonder that he was willing to devote his fortune, his energies, and his life to such a project? Surely you, his successors and beneficiaries, with all your modern resources and increased opportunities, can not prove recreant to the trust and unworthy of the Founder in your selection and nurturing of an "aristocracy of service." Give ear, then, to Alma Mater as she utters her kindly admonition:—

O'er knights so bold, in days of old,
Noblesse oblige held sway,
Cornellians, all, rise to the call,
And prove its truth today.

DOWN WHERE THE SOUTH BEGINS

N. R. BAKER

Down where the South begins.
Where the light is soft on the sandy dune,
And the morning mellow as a mother's croon;
Where the snow falls not but the cotton grows,
And corn on the hills in serried rows,
Where pleasures thicken and combat thins—
That's where the South begins.

Down where the South begins.
Where the shade-giving oak and the resinous pine
Are clasped by the clinging bamboo vine;
Where chuck-will's-widow is nightly heard,
And the riotous throat of the mocking bird;
Where there's balm for wounds and grace for sins—
That's where the South begins.

Down where the South begins.
Where the rock-ribbed hills scent the laurel bloom,
And the stranger at the gate within finds room;
Where old mammy sits by the shack's front door,
And pickaninnies romp on the puncheon floor,
And 'Zekiel stands by the gate and grins—
That's where the South begins.

Down where the South begins.
On the winding banks of the Chickasawbogue,
Where things artificial are never in vogue;
Where the tree-tops frame the rim of the moon,
And the marshes echo the cry of the loon;
Away from the mart, its rancor and dins—
That's where the South begins.

Down where the South begins.
Down where the waves of the Tennessee
Flow under the mistletoe hanging free;
Where orange, fig and trumpet vine
Their odors mix with eglantine;
Where snobbery ends and true worth reigns—
That's where the South begins.

Down where the South begins.
Where the fields are round but the men are square,
Where it's boon for living and doom for care;
Where the bad go away and the good folks stay,
And men ride fast to the fox hounds' bay;
Where cowardice loses and gallantry wins—
That's where the South begins.

VISIONS FOR CHARACTER TRAINING

[Suggestions in the New York School Survey.]

Character training should be the aim of all school activities and the groundwork in every school subject. The present crowded curriculum makes character training difficult. The course of study should, therefore, be reconstructed in terms of character qualities, habits, tastes, interests, and attitudes, as well as skills and information which should be acquired in each year and each subject. Special high grade teachers particularly gifted in character training should be assigned to help pupils study ethics through story, lecture and direct application as a means of counteracting the influence of newspaper scandals and moving picture suggestion.

Besides the precepts of character, schools would have definite practical character training woven about the ordinary school life, each day being planned with an actual checking up along the lines of "a good turn a day" among the Boy Scouts. A cumulative plan for grading the progress of pupils would bring excellent results at the end of a school course. To help make such regular testing easy, reports to parents should include specific reporting on the pupil character as shown at school. The pupil's character should be rated with as much care as his achievement in academic work. Instead of merely marking a pupil's deportment or conduct, he should have separate markings on different character qualities like personal cleanliness, courtesy, reliability, obedience, service.

Saturate every one in the educational system with the idea that everything taught whether manual, physical or mental, is primarily training in character.

Portraits of famous men and heroes in every school would be a valuable influence in the development of character, especially among boys. Stories with ethical value should be substituted for the foolish fairy stories. School decorations should be recognized as an important factor in school morale. No single step can do more in training character than to have school buildings scrupulously clean and to exact cleanliness from pupils even if necessary to install free paper towel and soap service. There should be a dean for the supervision and development of activities making for the formation of character. There should be more classes for mental defectives. There should be better provision for neurotic and psychopathic cases which are called "an intolerable burden to the teacher and a harassing problem to the supervisor." Sift out high-grade morons who have reached the upper grades by having city-wide standardized examinations in the sixth and seventh years.

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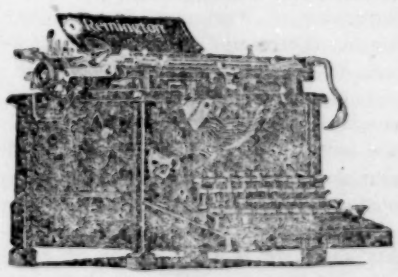

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EDUCATIONAL FORUM

PHILANTHROPY.

In a recent issue of the New York Times Dr. Charles F. Thwing, president-emeritus of Western Reserve University, discussed with remarkable clearness and force fourteen principles which should guide in the making of great gifts. The conclusion of his long article is as follows:—

"The question normally springs up as I close what class of gifts on the whole offer the best assurance of proper usefulness. What is the class of institutions or of human forces that most adequately represents and embodies these special principles? There may be a number of answers given equal at least to the number of principles, but there is to me one answer that has peculiar worth.

"It is that the institutions of the higher education most adequately and comprehensively embody these fourteen points, for, to apply them in a general way, the higher education undertakes researches at home and abroad which the Government is not inclined or not able to undertake. The higher education devotes itself to causes as broad and as lasting and to causes as definite as human needs. The higher education seeks out the obscure conditions, appreciates the resulting demands and tries to find means and methods for meeting these demands. The higher education embodies a great altruistic, communal spirit and trains men in this same spirit for understanding and for meeting human needs.

"The higher education is a uniting and integrating force among diverse and even antagonistic conditions. It recognizes that benevolence should be directed more toward removing the causes of evils than toward eliminating the evils themselves and toward the installing of forces to make for good as well as constitute the good itself. The higher education has for its main purpose to educate men unto self-understanding.

"Such education seeks to educate the beneficiary unto the largest self-helpfulness and unto the altruistic ideal. It receives as its guardians the ablest citizens and trains them unto the ablest citizenship. It represents institutions as solid and apparently as lasting and seemingly as necessary to human welfare as any institution founded among men. It is constantly subjecting itself to expert inspection —financial, educational and administrative.

"Other institutions, strictly charitable, strictly religious, do, and should, make their appeal to the human heart, to the understanding mind and to the personal conscience and will. It is yet the cause of the higher education whose appeal is the most general, the most fundamental and the most constructive. Its adequate answering would vastly lessen the force of other appeals that now worthily present themselves."

—o—

Some 2,000 years ago a populous race lived in the valley of the Muddy River in Southern Nevada. Excavations by scientists, where the former villages stood, have revealed walls and floors of habitations and thousands of articles that once played a part in the life of a race that vanished centuries before Columbus discovered America.

—o—

PROFESSOR MICHELSON CHECKS UP.

[Chicago Tribune.]

Aether, it will be remembered, is that supposedly imponderable stuff on which the light waves ride from star to star, and when Herr Einstein abolished it not long ago the alarm among the scientists was long and loud. Herr Einstein said he does not need the aether to explain his system of the universe, and what isn't needed to explain something in science isn't anything at all. It was a shock to science, and a revivification. To science the abolition of the aether is about as devastating as the abolition of the west wind or the monetary system is to us.

Professor Michelson of Chicago University has been tinkering with water pipes and arc lights at Clearing, Illinois, for several months, and says now, after much fussing, that Herr Einstein isn't talking through his hat about the aether. As Professors Michelson and Morley had a good deal to do with starting Einstein on his rampage through science his words should bear weight.

Light is not like other things. It travels 186,000 miles per second regardless of the speed of its source. It is the fastest thing we have and its speed is not affected by the speed of the thing that gives off the light. That is a huge enigma.

When you throw a potato at the waiter in the dining car in order to attract his attention, the potato, you assume, will have the speed of the car plus the velocity that you give it with your arm. That is a commonplace for potatoes, bullets, baseballs and other projectiles. But it is not true of light.

Light has a constant velocity regardless of the speed of its source, and a ray of light, unlike the potato, would not be affected by the speed of the car. While the ray of light travels from one end of the car to the other, the car would move under it a little; while for the potato the car would move relatively not at all.

The earth after all is only a large sized dining car and light and potatoes show about the same peculiarities and differences in regard to it that they do in smaller rolling stock. Aether for light to wave in, or any other medium dragged along by the earth's motion, is unnecessary, says Herr Einstein, and Professor Michelson, so far as we can see from the great unwashed outside, seems to have proved it.

—o—

Miss Taisia Stadnichenko, instructor in chemistry at Vassar College, has invented a micro-thermal furnace that bids fair to be the means of eliminating much of the waste in oil refining. Some years ago she came to this country as a refugee from Russia.

—o—

THE SPIRIT OF '76.

On February 23 the British ambassador, Sir Esme Howard, presented a gold medal to Miss Katherine Parsons of Gunston Hall School, Washington, D. C., for her essay on "The Surrender of Yorktown, October 19, 1781; Its Influence for the Welfare of the British Empire."

An audience of 5,000 persons stood and cheered for several minutes as he began the presentation. He said in part:—

"The men who led the American revolution were but following in the steps of the barons of Runnymede, of Pym and Hampden and Cromwell and they were as you have properly noted supported by the best intellects of the time in England.

"What they stood for is what, on the whole, Englishmen have always stood for.

"We on the other side of the water might indeed wish that the breach between us had been effected without bitterness and bloodshed, as it might have been but for the blindness of the ruler and the advisers he chose, but we fully recognize the value of achievements of the leaders of the Revolution for the promotion of liberty and free government, not only here, but throughout the world."

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

TEACHING AGRICULTURE. By James B. Berry. In New-World Agriculture Series. Edited by W. J. Spillman. Cloth. xvi+230 pages. Illustrated from photographs and diagrams. Yonkers-on-Hudson, New York: World Book Company.

Learning agriculture is, in the language of the day, solving Project Problems, and Mr. Berry, County Vocational Supervisor, Pennsylvania State Department of Public Instruction, magnifies the art of solving this variety of Project Problems more pedagogically than we have known any one else to do.

The author is really using the learning of agriculture as "An analysis of the teaching activity in its relation to the learning process." In this way he justifies the presentation of another text on Agriculture, and his method, his art of teaching here exploited fully justifies the publication of another book on this subject, for it does not take the place of any other book and no other book can take its place. The book is well worth while as a book on "The Art of Teaching" entirely apart from agriculture, and the way in which it directs the control of similar conditions in everyday life.

"The acquisition of the facts of the particular branch of knowledge studied must be considered subordinate to the utilization of that knowledge in the control of the complicated and continually shifting conditions of life to a definite end.

"Vocational education in agriculture should prepare one to live in a definite type of society and, in addition, train one to farm successfully.

"The people of the rural community should be as good citizens as those of the city; they should be able to appreciate good books, music, and the beautiful in nature and in art.

"The vocation of farming may be said to include fragments of many vocations in addition to the activities of production. In fact the vocation of farming requires a broader education than does any of the other vocations or professions. Not only must the farmer be able to solve the problem of production and marketing but he is called upon to cope with problems peculiar to the vocations of the carpenter, blacksmith, plumber, cobbler, machinist, tinsmith, mason, engineer, nurse, salesman, and general repairman."

CUENTOS Y CANTARES. Por Antonio de Trueba. Edited, with introduction, notes, exercises, and vocabulary, by Edward Gray. Cloth. Illustrated. xii+161 pages. Price, 72 cents. Boston: Ginn and Company.

Antonio de Trueba was an important figure in the development of Spanish prose fiction in the nineteenth century and was of almost equal importance as a popular poet. In prose his works consist of a number of novels, which had a moderate success, and a large number of short stories, the nature of which is best indicated by the title of one of the volumes into which he collected them: "Cuentos de color de rosa"—"Rosy-hued Stories." His optimism is one of his outstanding qualities, and with it were combined a love of the common people whose lives he treats and a profound patriotism, both towards Spain and towards his native region, the "Montaña," or North of Spain. His tales are of a sort to provide excellent material for reading in classes in Spanish. In this edition we have two of the tales (about sixty pages of text) and eight of the poems (eighteen pages). The language of both stories and verse makes them suitable for use as early as the second semester of the Spanish course. The edition was well on the way to completion at the time of Dr. Gray's death, and the work was carried to completion by Steven T. Byington. The editorial apparatus consists of an interesting introduction on Trueba, very full notes (particularly useful in dealing with Basque provinces), exercises for oral and written drill based on the text, and a vocabulary. The text is embellished with a number of excellent illustrations from pen-and-ink sketches. The publishers deserve our thanks for making available in a form at once attractive and practical this desirable reading material for Spanish classes.

TEACHING ENGLISH IN HIGH SCHOOLS. By Russell A. Sharp, A.M., Kansas City, Missouri. Cloth. Riverside Educational Monographs. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

This volume in the "Riverside Educational Monographs" presents in a concise but interesting way the problems which the teaching of English in the high school presents. The more vital topics considered are Objectives in English, Teaching Composition Writing, Reading English intelligently and for scholarly and cultural effect, Fads or Reforms, Segregation According to Learning Ability, and Extra-Curricular Activities.

FORTY-FOUR ESSAYS. By Christopher Morley. With an introduction by Rollo LaVerne Lyman, University of Chicago. Cloth. 265 pages. New York: Harcourt, Brace and Company, Inc.

It is refreshing to have a book of essays for high school students from the pen of a man of our day scarcely thirty-five years old, who is in the game every day, who is on the staff of the New York Evening Post, and has been on the staff of the Public Ledger of Philadelphia, for it testifies convincingly to the fact that one publisher is thinking of students instead of the fathers of their teachers.

We know two writers well; the one never looks in a daily paper until it is a week old, the other looks through three morning and three evening papers every day, and both write appealing and highly creditable English, one getting his style deliberately, the other catching it on the fly. The chess player may take a lot of time to study a move while Babe Ruth has to estimate the speed of a ball pitched by a man who does not intend to let him hit it, at what height it will pass him and the distance from him, whether it will increase in speed or fade away, whether it will kink down or outward suddenly when it gets to him, and he has to decide all this and the best place to put out of field all in a second's time. There are not only different temperaments but different aims in the two games.

Teachers of English in high schools have rarely thought of different temperaments of students, much less different purposes in reading literature. The curriculum makers think of the curriculum rather than of students.

All this is brought home quite forcefully in the "Forty-Four Essays" by Christopher Morley, which will scholasticize boys who read "What Men Live By," "Broad Street Station," "On Filling an Ink Well," "The Autogenesis of

a Poet," and "The Key Ring," who would get neither pleasure nor scholarship out of "Paradise Lost."

One of our favorite expressions just now is that the curriculum must be made for students and not for traditional pedagogy, for boys and girls and not for subjects, and it is nowhere better demonstrated than in providing essays for high school students. This is one reason why we have had such joy in reveling in Christopher Morley's "Forty-four Essays."

BOYS' OWN ARITHMETIC. By Raymond Weeks. Illustrations by Usabel. New York: E. P. Dutton and Company.

Raymond Weeks, a graduate of Harvard, a Master of Arts of Harvard, and Doctor of Philosophy of Harvard in 1897; an instructor in the University of Michigan, a Professor of Romance Languages in the University of Missouri; professor in the University of Illinois and for the past sixteen years professor in Columbia University, has broken into pedagogical literature in this book, "Boys' Own Arithmetic," which is undoubtedly a boy's own arithmetic because it is certain that no teacher would own up to turning a boy loose in such unconventional non-pedagogical, unpsychological illustrations, examples and problems as these 111 gameful, jokeful affairs.

We would not credit it as a Columbia product, but for the fact you can always find professors there to undo what the others do. As one of the best known professors declares that the most idolized professor there, John Dewey, has done more harm than good, so Professor Raymond Weeks proudly asserts that men like Professor David Eugene Smith "turn deceit into ducats . . . block all reforms in all countries and at all times. The study of arithmetic has reached a crisis where something must break. . . . Children are silent because they know nothing of the crime committed against them. The teachers are silent because they are teachers. . . . Arithmetic, the most vital thing in the universe, long since became false and dead. No boy worthy of the name feels an interest in it, nor can a girl do more than pretend to. . . . The degradation into which arithmetic has fallen can be seen in the fate which has overtaken the word *problem*. Once this word shone with the glory of a magnificent fixed star; now it is a piece of tinsel. Problems in Arithmetic degenerated until they became problemoids. . . . This once noble word *problem* is sprinkled over the pages of cheap books on Philosophy . . . Psychology, and scores of other dingy subjects. It has even descended to Pedagogy."

It is a long time since we have seen so much fun in 177 pages. Get it by all means, use it whenever you are tempted to be overserious because the class lacks interest whether it is a class in arithmetic or psychology. Raymond Weeks was in great luck when he secured Usabel, the well-known Latin-American cartoonist, to vitalize these 111 problems for real boys and girls. It is the most refreshing pedagogical humor we have seen in many a year.

INNOCENCIA. Pelo Visconde de Taunay. Edited, with introduction, notes, and vocabulary, by Maro Beath Jones, professor of Romanic Languages, Pomona College. Cloth. Illustrated. xxiii+196 pages. Price, $1.20. New York: D. C. Heath and Company.

The assured position of French and Spanish in the curricula of American schools and colleges should not be permitted to obscure the claims of the other Romance languages to the attention of our people. A student who knows Spanish can readily acquire Italian, and still more readily, Portuguese. Teachers of the Romance languages are beginning to realize the essential unity of their subjects, and such jealousies as may appear between proponents of French and proponents of Spanish or between advocates of Spanish and advocates of Italian, or vice-versa, are in the main simply expressions of petty minds, intent on mere personal advantage. At any rate, it is good to know that Italian is gaining in favor in our educational institutions, and that we are at last beginning to get suitable textbooks for Portuguese. Professor Jones deserves our thanks for this excellent edition of Taunay's delightful story, which will undoubtedly become a standard reading text for elementary classes in Portuguese. It is to be hoped that the same publishers' long-awaited Hills-Ford-Coutinho Portuguese grammar will soon appear to provide a reliable basic book for such courses.

Professor Jones has evidently expended much thought and labor upon his edition of "Innocencia." Unlike the usual elementary reading text in a foreign language, his book has to do a certain amount of pioneering. Accordingly, he has not only provided notes much more detailed than is customary (and of course the inevitable vocabulary) but has prefixed a brief introduction to Brazilian literature, which places Taunay in the literary history of his country, and has also prepared an excellent summary of Portuguese grammar (20 pages) which precedes the vocabulary. Indeed, it ought to be possible for students with a good knowledge of Spanish to use the book with profit after only a few lessons in Portuguese. This does not mean, of course, that a thorough study of Portuguese grammar and syntax can be dispensed with, even by the best-equipped student of Spanish; merely that for elementary work the introduction to the subject is possible with very little equipment other than this book. Because of the charm of the content, the excellence of the editing, and the mechanical attractiveness of the book itself, "Innocencia" merits and will receive a thorough welcome from all those who are interested in the teaching and study of Portuguese.

BOOKS RECEIVED

"Problems of the Teaching Profession." By John C. Almack and Albert R. Lang. Price, $1.90.—"The Primary School." By Annie E. Moore. Boston: Houghton Mifflin Company.

"Teachers' Manual for Grades 1-4." By Lou Bella Stevens and James H. Van Sickle.—"The Pilot Arithmetics." Books 1, 2 and 3. By Lou Bella Stevens. New York: Newson and Company.

"The Progressive Music Series (One Book Course)." By Osbourne McConathy, Edward Bailey Birge, W. Otto Miessner. Boston: Silver, Burdett and Company.

"Burton Holmes Travel Stories (Egypt)." By Susan Wilbur, with Burton Holmes Travel Stories Teaching Suggestions by Delia E. Kible.—"Burton Holmes Travel Stories (Japan)." By Eunice Tietjens, with Teaching Suggestions by Delia E. Kible. Chicago: Wheeler Publishing Company.

"Electronomy." By T. B. Edington.—"Your Happy Way." By Agness Greene Foster.—"The Days of the Sons of God." By Haddie Torrey Berger.—"The Voice Within." By George Dickson Owen. Boston: The Stratford Company.

"Great Peoples of the Ancient World." By D. M. Vaughan. Price, $1.20. Boston: Longmans, Green and Company.

"United States." By Nellie B. Allen.—"Helps for the Study of Our Constitution." By Grace A. Turkington.—"Segundas Lecciones De Espanol." By Carolina Marcial Dorado.—"Poésies Choises pour la Jeunesse." By Frederick Hay Osgood. Boston: Ginn and Company.

"The Decroly Class." By Amelie Hamaide. Price, $2.00. New York: E. P. Dutton Company.

"Old English Tales Retold." By Harriet Bixton Barbour. New York: The Macmillan Company.

"Foods, Preparation and Serving." By Pearl L. Bailey. St. Paul, Minn.: Webb Publishing Company.

"The Camping Ideal." By Henry Wellington Wack. New York: The Red Book Magazine.

"Vocational Self-Guidance." By Douglas Fryer. Philadelphia, London and Chicago: J. B. Lippincott Company.

"Practical Projects, Plays and Games (for Primary Teachers)." By Gail Calmerton. Price, $1.20. Chicago: Beckley-Cardy Company.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Leave of absence on half pay, for rest, recreation, and health, has been granted to 150 New York City teachers.

The extension department of the Detroit Teachers' College gives a course in "school orchestra" intended for teachers who wish to broaden their musical knowledge and prepare to direct orchestras.

In 1920 New York State alone had more pupils enrolled in public high schools than were so enrolled in the whole nation in 1800.

The University of Chicago proposes to undertake a comprehensive study of American dialects and their sources, together with the effect of immigration upon the language in order to produce a Dictionary of American English.

No Yale man, in recent years, has won such admiration from his classmates as Frank D. Ashburn of West Point, who has been selected as the senior who has done most for Yale, who is most to be admired, hardest worker, most scholarly, most likely to succeed, and most versatile. Besides pitching on the baseball team and directing the college daily Ashburn has found time to sing in the college choir, take a leading part as a Yale debater, contribute to the Yale Literary Magazine and win numerous scholastic honors, among which is a Rhodes Scholarship. He has decided to devote his life to teaching.

Dr. William J. O'Shea, superintendent of schools, New York, has asked the teachers to submit suggestions for the improvement of the schools. One proposition which he has received is "a city-wide competition, or rather a city-wide recognition of distinctive service, patterned on the Nobel and Woodrow Wilson Foundation prizes."

The purpose of such school service competition "should be to stimulate improvements and progressive action throughout our school system by granting liberal money rewards to those who recommend the most practical policies or plans for bettering the educational service of our schools."

A novel service to teachers has been established at Highland Park, Michigan. A standing committee composed mainly of successful business men has been appointed for the purpose of giving gratuitous advice to teachers and school employees concerning any financial problems about which experienced business men may be presumed to speak with authority.

The annual report of the London County Council for 1923, recently received by the Bureau of Education of the Interior Department, states that pupils in the schools were kept under strict supervision and special arrangements were made for undernourished children, either by meals furnished at school or in the way of family relief. The unemployment situation caused many schools to extend their playgrounds and to modernize and enlarge their school plants.

Helen Taft Manning, daughter of Chief Justice William Howard Taft, will be the new dean of Bryn Mawr. She will take office next September.

Mrs. Manning and her husband,

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Frederick J. Manning, who leaves Yale this year to become associate professor of history at Swarthmore College, will move to Bryn Mawr early in the autumn. As Helen Taft, Mrs. Manning was dean of Bryn Mawr in 1917-19 and was acting president in 1919-20, during the absence abroad of President Thomas.

William F. Webster, superintendent of the Minneapolis public schools since February, 1922, has been elected for a three-year term beginning August 1, 1925.

The Glee Club of Middlebury College will participate in the intercollegiate Glee Club contest in New York March 7.

Dr. Payson Smith, Massachusetts Commissioner of Education, presided at the exercises on February 18, at the Westfield State Normal School, when the new principal, Charles Russell, and Mrs. Russell were introduced to the teachers and students. Greetings were extended for the division of elementary and secondary education and normal schools of the State Department of Education by the director, Frank W. Wright.

Dr. Frank J. Goodnow, president of Johns Hopkins University, announces the completion of the $3,000,000 fund needed for the establishment of a teaching hospital and research institute for diseases of the eye.

The institute will be under the direction of Dr. William Holland Wilmer, of Washington, whose name it will bear, and will be the first of its kind in America.

The Sterting Hall of Medicine of Yale University was dedicated at New Haven, February 23, 1925. It was erected at a cost of $1,425,000, from funds of the bequest of John W. Sterting, Yale, '64. Addresses were made by Dr. Harvey Cushing, Yale, '91, professor of surgery at Harvard University, and Dr. William Henry Welch, Yale, '70, director of the school of hygiene and public health, Johns Hopkins University.

The Carnegie Corporation of New York has appropriated to the American Library Association $12,000 for a study of libraries and adult education to be made during 1924-25.

More than 3,000,000 pupils are taught in one-teacher rural schools by teachers who have not completed the equivalent of a high school course.

In the San Francisco Bay District foreign language schools flourish, and a large variety of courses are offered to youth with mechanical aptitudes.

Professor W. C. Monahan of the Massachusetts Agricultural College has given a series of radio talks on the subject of poultry husbandry. Applications have been received from 738 radio listeners, for the supplements on poultry raising issued by the college in connection with this course. The questions have been regularly answered by 150 persons. The answers from students in the Perkins Institution for the Blind, Watertown, Mass., have shown the firmest grasp on the subject.

A recent report of the University of the State of New York shows that the contribution of the state through the state budget to the public school program is less than 1 cent a day per capita.

Funds to be expended by Harvard University, Massachusetts Institute of Technology and Radcliffe College "for the purpose of securing good citizenship and service to the community, rather than high scholarship" are established by the will of Edmund Dana Barbour, late of 344 Beacon street, Boston.

The University of Chicago has pledges for more than $4,000,000 of its drive for $17,500,000. There are also several million conditional gifts.

On March 4, 1925, for the first time in all history, thousands of children laid aside their books and listened to the voice of the President of the United States as he delivered his inaugural address.

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Mercer University, Macon, Ga., is broadcasting a course in journalism by the Radio. History and other subjects also are taught.

Norman B. Johnson, '25, University of Michigan, has received no grade less than "A" since his matriculation. The officials can recall only one other man, Ross Walker, '20, who has graduated with a perfect record.

Twenty-one awards to Harvard Professors have just been announced by the Milton Fund for Research, which was established at Harvard by a legacy received last spring from the estate of William F. Milton, '58. The annual income is about $50,000.

The University of Pennsylvania reports that there are twenty-two per cent. more students taking Latin this year than last year, and forty per cent. more than two years ago. The increases in the Graduate School are forty-two per cent. over last year and eighty-four per cent. over 1921-22. The increase in the number studying Greek, which is elective only at Pennsylvania, is twenty per cent. over last year, seventy-nine per cent. over the preceding year.

According to the Christian Herald's annual census of religious statistics recently made public, the total increase in church membership since 1891 has been 130 per cent.; the population of the nation has increased in the same time eighty per cent.

MEETINGS TO BE HELD

APRIL

2, 3, 4: Fifth Annual Educational Conference, Ohio State University, Columbus, P. R. Stevenson, Secretary.

23, 24, 25: Annual Convention, Eastern Arts Association, Springfield, Massachusetts. Frank E. Mathewson, Jersey City, N. J., Secretary.

JUNE

28-July 4. National Education Association, Indianapolis, Indiana.

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